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ABSTRACT

This manual provides self-evaluation objectives which the cooperating teacher can present to the student teacher and discusses avenues through which self-evaluation can occur. The first section presents a list of student teaching competencies (e.g., methods of instruction, knowledge of subject, classroom control, motivating students.) Each of the 20 competencies listed is accompanied by brief clarifying statements on the teacher behaviors that reinforce that competency. A sample of a student teacher self-evaluation form, which is basically a condensation of these competencies, is included. In the second section, methods of evaluating lesson plans are discussed. Oral discussion with the cooperating teacher about the objectives of the lesson--how learners reacted, what was successful, and what could be changed--is recommended as one effective method. It is suggested that written reports are of value also, and a sample form which could be used by the student teacher in evaluating a lesson is presented. In the final section, the use of an audio tape for self-evaluation is discussed. (JD)

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PROFESSIONAL DEVELOPMENT SERIES FOR SUPERVISING TEACHERS

SELF-EVALUATION: DEVELOPING THE SKILL

by

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Prepared under the sponsorship of the Academic Affairs Conference of Midwestern Universities and the Chicago Consortium of Colleges and Universities.

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Introduction

This self-instructional module contains an audiotape and a printed manual. It is designed to assist you, a classroom supervising teacher, in the process of helping your student teacher develop the skill of self-evaluation. The recommended procedure is to read the booklet first and then listen to the audio cassette tape.

RATIONALE

One of the most important and useful skills a student teacher should be encouraged to develop early and use constantly during student teaching is self-evaluation or assessment of one's own growth. This skill plays an important role throughout the teaching career of professional teachers who maintain the highest standards of quality. While student teaching is a time for instant and frequent feedback on teaching effectiveness, self-evaluation becomes the critical factor after one obtains a teaching position. The key in using this method is that if the student can determine insights independently and grow in self-analysis techniques, it becomes an intrinsic motivator which results in more effective and thorough learning.

If self-evaluation is a highly individual process, how can the cooperating teacher assist in this process? First, the cooperating teacher must take the initiative in developing a mutual understanding

of the goals and objectives of the student teaching experience with his/her student teacher. These objectives become the measuring devices which determine the extent and quality of progress made toward the objectives.

It is also the responsibility of the cooperating teacher to assist the student teacher in using the various processes through which self-evaluation can occur.

Finally, the cooperating teacher needs to listen to the student teacher's evaluation of him/herself and discuss the student's assessment as well as share expertise which encourages the student teacher in specific problem areas.

This manual, therefore, provides a list of objectives which the cooperating teacher can present to the student teacher and discusses avenues through which self-evaluation can occur.

Using Student Teaching Competencies

The Student Teaching Department of Northern Illinois University has published a booklet entitled Compentency-Based Criteria for Student Teachers. The original purpose of this booklet was to offer cooperating teachers suggested criteria for evaluating a student teacher's performance. It becomes a much more valuable tool, however, if it is presented to student teachers as a list of guidelines or objectives on which the student teacher can base his/her self-evaluation. It is important to keep in mind that these are competencies that an experienced teacher has developed. The student teacher, however, should use them as a list of objectives toward which he/she is striving and will demonstrate growth during the student teaching experience. The list may appear to be overwhelming at first glance, but careful scrutiny reveals that each item is part of the normal daily teaching experience. This list can be used as the basis from which the cooperating teacher and student teacher cooperatively set up a similar list of objectives reflecting the needs of their own school situation.

STUDENT TEACHING COMPETENCIES

1. Methods of Instruction
   a. Inter-relates areas of knowledge
   b. States concepts clearly
   c. Makes learning relevant to student
   d. Provides a variety of procedures
   e. Diagnoses and prescribes for individual differences
   f. Plans lessons appropriate for an individual, a small group, or a total group
   g. Involves students in planning and organizing
   h. Uses a variety of instructional materials

2. Knowledge of Subject
   a. Presents accurate information
   b. Uses correct terminology
   c. Presents material at the level of learner
   d. Develops meaningful applications of subject matter
   e. Understands structure and content of area he/she is teaching
   f. Interrelates areas of knowledge
   g. Reveals a rich background of subject matter
   h. Demonstrates ability to select and present broad concepts

3. Organizing and Planning
   a. Prepares daily and long-range plans thoroughly
   b. Considers interests, needs, and abilities of individual students in planning lessons
   c. States objectives clearly
   d. Selects appropriate methods, learning activities, and evaluative techniques
   e. Utilizes a variety of instructional material when appropriate
   f. Uses available personnel in planning (such as teacher aides, resource personnel, and paraprofessionals)

4. Classroom Control
   a. Helps students achieve workable solutions to classroom problems
   b. Makes classroom procedures explicit
   c. Is knowledgeable about school policies and adheres to them
   d. Tempers procedures with respect for the individual and for individual differences
   e. Is consistent in application of control
   f. Helps students realize the inter-relationship of freedom and responsibility

5. Ability to Motivate
   a. Establishes stimulating learning experiences
   b. Motivates students to do more than is required
   c. Stimulates intellectual curiosity and fosters independent learning
   d. Stimulates original thinking
   e. Motivates students toward continuous progress
   f. Helps students establish realistic goals

6. Attitude Toward Students
   a. Recognizes and provides for differences in students
   b. Treats students with respect
   c. Helps students develop a positive self-concept
   d. Helps students develop as higher potential permits
   e. Acts as a facilitator and a guide to learning

7. Ability to Communicate
   a. Speaks and writes at a level understandable to the students
   b. Communicates enthusiasm and interest verbally and nonverbally
   c. Gives clear, concise, and complete directions
   d. Communicates to everyone in the group
   e. Initiates communication with the cooperating teacher and the University supervisor
   f. Listens

8. Evaluation of Students
   a. Makes effective use of various evaluative techniques
   b. Considers the student's uniqueness when setting goals and making judgments
   c. Sets realistic priorities for evaluation
   d. Encourages self-evaluation

9. Creativity
   a. Presents materials in an original manner
   b. Initiates innovative ideas
   c. Uses imagination in teaching-learning situations
   d. Uses a variety of instructional approaches
   e. Adapts projects to level and ability of students

10. Cooperation
   a. Possesses concept of authority
   b. Has a concept of leadership
   c. Believes in joint responsibility
   d. Uses democratic processes
   e. Tries to resolve conflicts
   f. Develops common concerns
   g. Recognizes minority opinions
   h. Encourages freedom of expression
   i. Is capable of working well with others
   j. Possesses human relation skills
   k. Has ability to maintain buoyancy in trying situations

11. Adaptability
    a. Is capable of changing plans when necessary
    b. Exercises flexibility in classroom situations
    c. Is able to adjust or modify willingly without exhibiting personal biases
    d. Is able to modify individual and social activities
    e. Is able to adjust to cultural surroundings
    f. Makes suitable adjustments to accommodate unusual situations
    g. Is able to adjust to the existing teaching structure while still maintaining one's educational philosophy

12. Dependability
    a. Assumes responsibilities, such as those involved in planning, evaluation, etc., which are germane to the student teaching experience
    b. Seeks, assumes, and completes responsibilities not directly connected with classroom duties such as those relating to clubs, after-school responsibilities, completion of records
    c. Arrives on time, organized and prepared, to classes, faculty meetings, and PTA events
    d. Submits lesson plans, logs, and other assignments on time
    e. Is prepared for unforeseen circumstances such as illness and necessary absences and contacts cooperating teacher to assure that class preparations are finalized
    f. Notifies those concerned, in advance, about planned meetings during which the student teacher must be absent, and provides plans for such occasions

13. Initiative
    a. Generates initiative toward developing teaching techniques, methods, materials, and ideas beyond minimal productivity or performance
    b. Initiates requests to try things on his/her own
    c. Anticipates activities to be accomplished and completes them
    d. Is a "self-starter" who generates motivation in students and who thrives on putting forth that "extra effort"
    e. Uses cumulative folders and case studies constructively

14. Enthusiasm
    a. Exhibits enthusiasm for the many facets of teaching
    b. Shows enthusiasm toward what he/she is teaching or presenting
    c. Exhibits enthusiasm whenever interacting with students
    d. Demonstrates a willingness to assume additional responsibilities beyond those assigned

15. Use of English
    a. Written use of English is correct and/or appropriate to the teaching situation
    b. Oral use of English is correct and/or appropriate to the teaching situation
    c. Communicates clearly and effectively

16. Emotional Maturity
    a. Accepts constructive criticism and benefits from it
    b. Maintains pleasant disposition in dealing with students and colleagues
    c. Does not allow drastic mood changes to affect teaching
    d. Does not generally permit own personal problems to interfere with effective teaching
    e. Does not become easily frustrated and/or discouraged by ordinary teaching problems
    f. Deals reasonably with unexpected teaching problems

17. Sense of Humor
    a. Recognizes and utilizes humorous situations as teachable moments
    b. Maintains perspective, even in trying situations
    c. Displays a sense of humor when appropriate to enhance the learning process
    d. Utilizes a sense of humor and pleasant disposition in relating to colleagues

18. Speech and Voice
    a. Uses an appropriate and correct vocabulary in teaching
    b. Uses correct phraseology
    c. Uses a voice that is pleasing to the listener
    d. Projects so that students can hear
    e. Speaks articulately
    f. Uses voice techniques to stimulate interest in learning

19. Tact
    a. Uses discretion when dealing with students and in making decisions
    b. Is diplomatic in communicating and working with others
    c. Analyzes situations critically and in a tactful way
    d. Uses criticism in a positive and constructive manner
    e. Avoids sarcasm

20. Professionalism
    a. Sets professional goals and works to achieve them
    b. Cooperates with other members of the faculty in solving mutual problems
    c. Works to improve the quality of education in the school
    d. Maintains appropriate relationship with students in and out of the classroom
    e. Shows skill in self-evaluation and strives for improvement

On the next page is a sample of a student teacher self-evaluation form which is basically a condensation of these student teaching competencies.

STUDENT TEACHER SELF-EVALUATION

Name_____ Date of Evaluation_____

DIRECTIONS: This form is to be completed at the end of your SECOND and SIXTH weeks of full-time student teaching. Be as objective as you can. Rate yourself as follows:

Column A:
S = Definite strength
A = Average performance
W = Definite weakness

Column B:
1 = Steady growth & development evident
2 = Steady positive standard of performance is being maintained
3 = Erratic pattern of performance (sometimes strong, sometimes weak)
4 = Regression is evident
5 = Not applicable or insufficient evidence for judgment

Additional Comments:
Write comments pertinent to the general category being evaluated (use back if necessary).

NOTE: Your ratings are, of course, based on your self-perceptions and self-expectations.

I. TEACHING ABILITY: As a teacher, I . . .	A	B	Comments
a. Make effective long-range plans	___	___	
b. Make effective daily plans	___	___	
c. Demonstrate the ability to write behavioral objectives	___	___	
d. Effectively motivate learners	___	___	
e. Ask effective questions	___	___	
f. Use a variety of teaching techniques	___	___	
g. Use teaching aids and materials often and effectively	___	___	
h. Use proper evaluation procedures	___	___	
i. Use class time wisely	___	___	
j. Adjust teaching tempo properly	___	___	
k. Make smooth and effective transitions from one activity to another	___	___	
l. Maintain proper balance between teacher and pupil activities	___	___	
m. Use reinforcement techniques effectively	___	___	
n. Effectively use small group techniques	___	___	
o. Demonstrate the ability to elicit and conduct class discussions	___	___	

II. ACADEMIC PREPARATION: As a teacher, I . . .	A	B	Comments
a. Have a wide understanding of psychological, emotional, and physical development of children	___	___	
b. Have a broad knowledge of the subjects being taught	___	___	
c. Have a workable knowledge of educational theory	___	___	

III. TEACHER-PUPIL RELATIONSHIP: As a teacher, I . . .	A	B	Comments
a. Accurately assess student capabilities	___	___	
b. Recognize individual differences	___	___	
c. Provide for the varying abilities in the classroom	___	___	
d. Involve all students in the teaching-learning process	___	___	
e. Establish positive rapport with the students	___	___	

IV. CLASSROOM MANAGEMENT: As a teacher, I . . .	A	B	Comments
a. Maintain a climate for learning	___	___	
b. Demonstrate skill in management of classroom routine	___	___	
c. Show an awareness of disorder in the classroom	___	___	
d. Promote student self-discipline	___	___	
e. Use democratic methods of discipline	___	___	

V. PROFESSIONAL CHARACTERISTICS: As a teacher, I . . .	A	B	Comments
a. Exhibit enthusiasm for teaching	___	___	
b. Show initiative	___	___	
c. Demonstrate willingness to assume non-classroom responsibilities	___	___	
d. Demonstrate a positive relationship with the school staff	___	___	
e. Show willingness to accept professional criticism	___	___	
f. Effectively modify behavior after professional criticism	___	___	
g. Exhibit leadership potential	___	___	

VI. PERSONAL CHARACTERISTICS: As a teacher, I . . .	A	B	Comments
a. Project a professional image	___	___	
b. Exhibit poise and confidence	___	___	
c. Use effective oral communication	___	___	
d. Demonstrate resourcefulness	___	___	

The preceding form is structured so that the competencies for student teaching are interrelated and combined. An alternative approach would be to construct a self-evaluation form which is primarily a checklist or frequency rating with each of the twenty categories treated independently.

Using Lesson Plan Evaluation

In many instances when the concept of self-evaluation is discussed, it is in terms of the student teacher teaching a lesson and then looking introspectively at the lesson and evaluating his/her own performance. This is a very important part of the self-evaluation process during student teaching and can be done in several ways.

One method is through oral discussion with the cooperating teacher in which the student teacher explains the objectives of the lesson, how he/she feels the lesson was presented, how the learners reacted, what was successful, and what he/she would change if it were to be done again. This type of evaluation should cover specific items and should be a daily occurrence. By being introspective, the student teacher gains much more insight than if the cooperating teacher were to observe the lesson and simply give the student teacher his/her own reaction to the lesson. The cooperating teacher has the opportunity to aid with the development of insight through pertinent questions. This is a time for analysis as well as praise for a job well done.

A second avenue of self-evaluation is through written reports on a specific lesson. This method is especially valuable for the following reasons: There are certain situations in which the student teacher is unable to be observed by the cooperating teacher--they may be team teaching simultaneously or the student teacher may be teaching alone

in the classroom temporarily. Through a written form, the student teacher can express his/her feelings as to the effectiveness of the lesson and allow the cooperating teacher the opportunity to see what occurred through the written report.

When written reports are kept over a period of time, they become a record which is available for final evaluation by the cooperating teacher. They also become a handy reference for the student teacher in logging solutions to previous problems and in demonstrating growth in lesson planning.

The following page is a sample form which could be used by the student teacher in evaluating lessons.

LESSON EVALUATION

TITLE OF LESSON	DATE OF LESSON:
SUBJECT AREA:	
GROUP INVOLVED: Size: Members:	
OBJECTIVE:	
MATERIALS USED:	
PUPIL REACTION OR BEHAVIOR:	SUCCESS:
THINGS TO CHANGE IF THE LESSON WERE DONE AGAIN:	THINGS TO ADD TO IMPROVE THE LESSON:

Using Audio/Video Feedback

Another avenue open to the process of self-evaluation is the use of an audio tape. Through this method the student teacher can listen to what took place during the lesson from another perspective. This is an excellent method to use, particularly if the student has been having trouble with specific items such as those in the area of Speech and Voice. Through use of an audio tape, the student can constantly strive to improve whatever problem he/she might have in one specific area.

This leads to what is probably the ultimate opportunity in self-evaluation: the video tape. The benefits of doing a video tape are endless. Careful scrutiny allows the student teacher to become aware of situations he/she did not know existed. There may be mannerisms he/she might wish to change; he/she can determine the learners' reactions to the lesson; he/she can evaluate the lesson from another perspective; and he/she can observe many of the competencies listed in this manual. The tape can be viewed alone or, if he/she feels comfortable, with the cooperating teacher.

Whatever method is used, the important factor is that self-evaluation should become a part of the student's everyday routine. Hopefully, he/she will be encouraged to use a variety of methods during the student teaching experience.

Now turn to the audio tape which depicts interviews between three cooperating teachers and their student teachers who have used the various methods of self-evaluation: the written form, audio taping, and video taping. Listen for the advantages of each method presented.

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